

**THE EFFECTIVENESS OF USING TASK BASED LEARNING
METHOD ON STUDENTS' READING COMPREHENSION ON
DESCRIPTIVE TEXT AT THE ELEVENTH GRADE OF SMAN
1 TANJUNG RAJA IN THE ACADEMIC YEAR OF 2020/2021**



A Thesis

Submitted as a Partial Fulfillment of
the Requirements for S1-Degree

By:

MARLENA

NPM : 1511040269

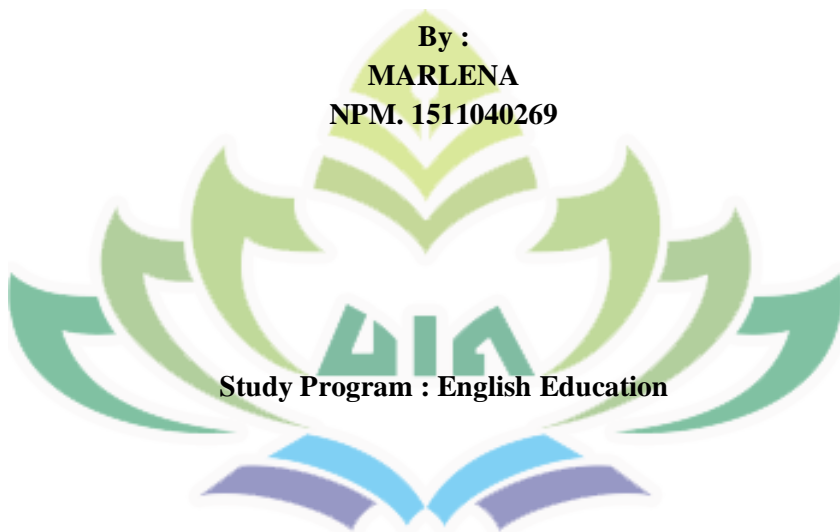
Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY RADEN INTAN
LAMPUNG
2021**

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**TARBIYAH AND TEACHER TRAINING FACULTY
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ABSTRACT

Reading is one of language skills that should be mastered by the students. In reading process the readers will find the knowledge and get information from printed text. The students' reading comprehension of SMA N 1 Tanjung Raja is still low especially in reading descriptive text. It can be seen from the students' reading score in preliminary research. There were 56% of the students' who got the score under 70 as the criteria of minimum mastery. To solve the problem, this research applied Task based Learning Method.

The research methodology was quasi experimental design. In this research, the population was the eleventh grade of SMA N 1 Tanjung Raja. The sample of this research was two classes consisting of 36 students for experimental class and 34 students for control class. In the experimental class, this research used Task Based Learning Method and in the control class this research used Think-Aloud Method. The treatments were held in 3 meetings for each class. In collecting the data, this research used instrument in the form of multiple choice questions which had been tried out before the treatments. The instrument was given in pre-test and post-test. Before giving the treatment, this research gave pre-test for both classes. Then, after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, this research analyzed the data using SPSS to computer independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that $Sig. = 0.025$ and $\alpha = 0.05$. It means H_a is accepted because $Sig. < 0.05$. Therefore, there is a significant effect of using Task Based Learning Method on students' reading comprehension on descriptive text at the eleventh grade of SMA N 1 Tanjung Raja.

Key words : Task Based Learning Method, Descriptive Text, Reading Comprehension

DECLARATION

I hereby state that this thesis entitled “The Effectiveness of Using Task Based Learning Method on Students’ Reading Comprehension on Descriptive Text at the Eleventh Grade of SMA N 1 Tanjung Raja in the Academic Year of 2020/2021 ”is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, 2021
Declared by,



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MOTTO

يٰۤاِبْنِيَ اٰذْهَبُوْا فَتَحَسَّسُوْا مِّنْ يُوسُفَ وَاَخِيْهِ وَلَا تَاْيَسُوْا مِّنْ رَّوْحِ اللّٰهِ ۚ اِنَّهٗ

لَا يَآئِسُ مِّنْ رَّوْحِ اللّٰهِ اِلَّا الْفَوْمُ الْكٰفِرُوْنَ ﴿٨٧﴾

87. “ O my sons! go ye and enquire about joseph and his brother, and never give up hope of Allah Shoothing Mercy: truly no one despair of Allah’s Shoothing Mercy, except those who have no faith. (QS : yusuf 87)”¹



¹ Abdullah Yusuf „Ali, *The Holy Qur'an Arabic Text With English Translation*, New Johar Offset Printers, India, 2006.



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A thesis entitled: **THE EFFECTIVENESS OF USING TASK BASED LEARNING METHOD ON STUDENTS' READING COMPREHENSION ON DESCRIPTIVE TEXT AT THE ELEVENTH GRADE OF SMA N 1 TANJUNG RAJA IN THE ACADEMIC YEAR 2020/2021** by: **MARLENA, NPM: 1511040269**, Study Program English Education, was tested and defended in final examination session held on: Monday, July 05th 2021.

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**The Dean of
Tarbiyah and Teacher Training Faculty**



Prof. Dr. Hj. Nirva Diana, M.Pd
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DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. my beloved parents, Mr. Khairuman and Ms. Juita who always pray for me, give me motivation, support my study, and advice me wisely,
2. my beloved brothers, sisters. They are Ihsan Kurniadi, Irhammuddin, Rokaya, Berti Amelia, Helma Wati, and Marleni who always give me motivation for my success and
3. my almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

Marlena was born in Sindang Marga on Maret 28nd, 1997. She is the sixth child of seven children of Mr. Khairuman and Ms. Juita. She has two brothers his name is Ihsan Kurniadi and Irhammuddin and she has three sisters and one younger sister they are name is Rokayah, Berti Amelia, Helma Wati and Marleni

She began her study at elementary school of SD Negeri Sindang Marga in 2003. She graduated from elementary school in 2009. Then, she continued at Junior High School of SMP Negeri 1 Abung Barat in 2009. After graduating from Junior High School in 2012, she continued again her study at Senior High School of SMA Negeri 1 Abung Barat in 2012. In 2015, she graduated from Senior High School. Furthermore, in the same year, she continued her study in the State Islamic University of Raden Intan Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.



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Praised to be Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace and salutation are upon our prophet Muhammad SAW, as well as his family and followers. This thesis entitled “The Effectiveness of Using Task Based Learning Method on Students’ Reading Comprehension on Descriptive Text at the Eleventh Grade of SMA N 1 Tanjung Raja in the Academic Year of 2020/2021” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, there were various sides that gave so much help, assistance, aid, support and many valuable things. Therefore, sincerely thank is given to:

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Finally, it has to be admitted that nobody is perfect. There are still many weaknesses in this thesis. Therefore, criticisms and suggestions from the readers are needed to enhance the quality of this thesis. Furthermore, this thesis is expected that can be useful for the other researchers particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung,
The Researcher,

2021

Marlena
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CHAPTER I

INTRODUCTION

A. Background of Problem

English has four skills which have the same important part in communication, namely listening, speaking, reading and writing. One of the important skills is reading. Reading can be defined as an activity of the readers to read the text and get information from what they read. According to Patel, reading is an active process consist of recognition and understanding skills.¹ It means that reading is an activity that can improve language skills, the readers will get information from reading activities. Patel and Praveen states that reading is an important activity in life with which one can update his/her knowledge.² It means that reading has usefulness for providing more understanding in subject learning and it has important part in life which can update our knowledge.

Furthermore, Hannel in Hasan"s Journal state that reading can enhance the lives and be a source of great pleasure. In reading activities, the students are not just obligated to be able to read what is written after reading material but also they should be able to capture the information or message in the reading material itself.³ It means that reading is an activity that is very important and also very useful for life, by reading activities the reader will get a lot of information from the content of the reading that is read, so reading activities are good to do every day considering the many benefits that will be obtained from through reading activities.

¹ M. F. Patel and Praveen M. Jain, *English Language Teaching Methods, tools and technique*, (Sunrice: Jaipur, 2008), p. 3.

² M. F. Patel, Praveen M. Jain, *English Language Teaching*, (Velahall Nagor: Sunrise, 2007), p.113

³ Abdullah Hasan, *The Effect of DRA and DR-TA Methods on Students' Reading Comprehension for State Islamic Senior High School*, American Journal and Educational Research Vol.16 No.3 (2018), p.281

According to Grabe and Stoller, there are many ways that people engage in reading, and different reading tasks call for distinct combination in component skills.⁴ It means that people can use many ways to increase their ability in reading, and different reading task also need a different way to help the readers easier in comprehend the task.

The most important thing in teaching and learning reading is comprehension of the reading material. According to Karen, comprehension is the center of reading.⁵ It means that comprehension is the core of reading, comprehension has a great influence in reading so that the reader can get new information or knowledge when reading activities.

Meanwhile, comprehension is the process of making sense of words, sentences and connected grammatical knowledge, experience with text and other strategies to help them understand written text. Comprehension is also a constructive process in which student creates meaning based on their background knowledge.⁶ It means that comprehension is the process where the reader can comprehend the meaning of the text and creates meaning based on their background knowledge.

Reading comprehension is usually a primary focus in instruction in the post primary grades, after readers have largely mastered word recognition skills, although comprehension of the text should be an integral part of reading instruction with beginning readers as well.⁷ It means that the reading

⁴ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, (New York: Routledge, 2011), p.12

⁵ Karen Tankersley, *Threads of Reading Strategies for Literacy Development*. (USA:

Association for Supervision and Curriculum Development, 2003), p. 9 •

⁶ Thomas Gunning. *Reading Comprehension Boosters*, (New York: Jossey-Bass, 2010), p. 1

⁷ Chatherine E, Snow, *Reading for understanding*, (London: Arlington, 2002), p. 10

comprehension can make the material more neither easy and it can help teacher guide students toward becoming better readers.

So, the students are asked to understand what they read and the teacher also has a responsibility to guide the student in learning reading. Learning reading is difficult activity for some students. Sometime they find some problems in learning because student interested are still low in reading comprehension. In other word, they are lack of motivation from themselves.

The result of preliminary research by interview the English teacher of SMA N 1 Tanjung Raja Rusdianah S.Pd.,M.Pd.I the teacher said that eleventh grade student experienced difficulty to learn reading. The student ability in reading was low. It happened because they were still confused about the meaning of the text. The student difficulty in comprehending in English text especially.⁸

This research also give question to all students' in eleventh grade of SMA N 1 Tanjung Raja. Based on the result of the question of this research it was found most of the student were dislike English subject, especially in reading descriptive text. Then, the student had difficulties in comprehending the text because of their lack of vocabulary. So it making a student confused and lazy in read the text especially descriptive text. They also got difficulty to find a main idea from a descriptive text. Student said that the teacher method in teaching reading comprehension was bored.⁹

Based on the explanation above, the teacher must choose the appropriate method to involves students reading activity and to provide comprehensible input on the material. One of method that can be used to help students' problem in reading comprehension in descriptive text is Task Based Learning.

⁸ Rusdianah S.Pd.,M.Pd.I, *interview of English Teacher SMA N 1 Tanjung Raja*, Accessed on April, 15th 2019 Unpublished

⁹The Eleventh grade student in SMA N 1 Tanjung Raja, *a questioner for preliminary research*, (April, 15th 2019), Unpublished.

In preliminary research, it also found that descriptive text has been in the eleventh grade of SMA N 1 Tanjung Raja. Most of the student got a reading comprehension score under the criteria of minimum mastery (KKM). It was found that only 29 students out of 104 students that passed based on criteria of minimum mastery and while the other 78 students failed. The standard of KKM in SMA N 1 Tanjung Raja is 70. Many student get score under 70 (See Appendix 4). It can be assumed that students found difficult in comprehending reading text.

Table 1
Students' Score for Reading Descriptive Text at the Eleventh Grade of SMA N 1 Tanjung Raja in Academic Year 2020/2021

No	Score	Class			Total	Percentage
		XI IPA 1	XI IPA 2	XI IPA 3		
1.	> 70	16	10	3	29	28%
2.	< 70	20	24	34	78	46%
	Total	36	34	37	107	100 %

Source : Documentation at the eleventh Grade students of SMAN 1 Tanjung Raja in academic year 2020/2021.

From these result, it can be know from the several problems faced by students it require an effort that can overcome problems in the teaching and learning process of students, especially teaching reading skills in SMA N 1 Tanjung Raja. To solve problem, this research was use a method called Task Based Learning Method.

Task based learning is a different way to teach languages. It can help the student by placing her in a situation like in the real

world.¹⁰ Task based learning is a method that seeking to provide the students with natural context for language use. Task based learning (TBL) is a presentation method of learning English in the classroom. This method is used to convey a new language with the main thing in it. The features language is such as vocabulary, grammar and pronunciation.

There are some previous research related to the Task Based Learning method in teaching reading the first research was conducted by Faiqotus Zahra under the title *The Implementation of Task-Based Learning to Improve Tenth Grade Students' Reading Comprehension at Sma Muhammadiyah 2 Genteng*.¹¹ Based on the research result, it can be concluded that Task-Based Learning can improve students' reading comprehension at SMA Muhammadiyah 2 Genteng.

Furthermore another research was conducted by Pujo Suhartanto under the title *Improving students' Reading Comprehension By Using Task Based Learning*.¹² Based on the result of the study, the researcher concluded that the students' reading comprehension and classroom situation can be improved by implementing the task-based learning. Therefore, it is recommended that the teacher should apply the task-based learning in teaching reading.

There are some different between previous research and present research the first previous research concerned to find out whether *The Implementation of Task-Based Learning to Improve Students' Reading Comprehension*, about classroom action

¹⁰ Surya satyawati, *Teaching Innovation By Using Task-Based Learning*, calls vol. 3 vol. 1, 2017. Accessed on june, 2017.

¹¹ Faiqotus Zahra, *The Implementation Of Task-Based Learning To Improve Tenth Grade Students' Reading Comprehension At Sma Muhammadiyah 2 Genteng*, A Thesis of S1 Degree English Education of University Of Muhammadiyah Jember, Available At : ([https:// digilib.unmuhjember.ac.id](https://digilib.unmuhjember.ac.id)) Accessed on 2015.

¹² Pujo Suhartanto, *Improving students' Reading Comprehension By Using Task Based Learning*, A Thesis of S1 Degree English Education Of Sebelas Maret of University, Available At : (<https://digilib.uns.ac.id>) Accessed on 2012.

research which adopted the research design of kemmis and Mc Taggart consist of 2 cycles. The object is a senior high school. The second previous research concerned to find out whether Improving students' Reading Comprehension By Using Task Based Learning, about classroom action research consist of 2 cycles with four meeting in every cycle. The object is junior high school. The present research concerned to find out The Effectiveness of Using Task Based Learning on Students Reading Comprehension. Concerned with research use quasi experimental with a sample of research using two classes. The object is a senior high school.

Based on discussion the title that was conducted in this research is “ The Effectiveness of Using Task Based Learning on Students Reading Comprehension on Descriptive Text at the Eleventh Grade of SMA N 1 Tanjung Raja in the academic year of 2020/2021”.

B. Identification of the Problem

Based on those conditions, some problems are identified as follows:

1. The students ability in reading was low.
2. The students difficulty in comprehending in English text especially.
3. The students got difficulty to find a main idea from a descriptive text.

C. Limitation of the Problem

From the identification above, this research was focused on the effectiveness of using Task Based Learning on Students Reading Comprehension on Descriptive Text especially in describing people, describing a place and describing thing on the school or home at the Eleventh Grade of SMA N 1 Tanjung Raja in the academic year of 2020/2021.

D. Formulation of the Problem

Based on the identification of the problem above, the problem as follows: “Is the Use of Task Based Learning effective for Students Reading Comprehension on Descriptive Text at the Eleventh Grade of SMA N 1 Tanjung Raja in the academic year of 2020/2021?”

E. Objective of the Problem

The objective of the research was to know whether the use of Task Based Learning effective for Students Reading Comprehension on Descriptive Text at the Eleventh Grade of SMA N 1 Tanjung Raja in the academic year of 2020/2021.

F. Significance of the Research

The result of this research is expected to give a theoretical and practical contribution.

1. Theoretically, this research hopefully will enrich the previous research that focus on the use of Task Based Learning in teaching reading comprehension.
2. Practically, the advantages of this research are for English teachers and students. It may inform English teacher that Task Based Learning can be applied as a good method to increasing students' reading comprehension. For students, it may increase students' achievement in comprehending reading text.

G. Scope of the Research

The scope of the research can be set a follows:

1. Subject of the Research

The subject of the research was the students of the eleventh grade of SMA N 1 Tanjung Raja in the academic year 2020/2021.

2. Object of the Research

The objects of the research was Task Based Learning on students' reading comprehension on descriptive text.

3. Time of the Research

The research was conducted at the first semester in the academic year 2020/2021.

4. Place of the Research

The research was conducted at SMA N 1Tanjung Raja.



CHAPTER II

LITERATURE REVIEW

A. Concept of reading

There are four language skills in teaching English; they are listening, speaking, reading and writing. Reading hold the important rule because reading is one activity which cannot be released in our life to search information of knowledge from text book, articles, or magazine. Reading the process of constructing meaning from written information is really an important skills. Reading is the process of converting the written symbol into the known spoken language.¹³ The receptive written language skill is called reading. It is the skill of the readers to interpret information transferred by a writer.¹⁴

According to Jennifer, Reading is thinking and understanding and getting at the meaning behind a text.¹⁵ It means that reading is a process through which the reader to get a message from an article. As the process of beginning readers are invited to think about reading, to know the meaning of the symbols that exist as a message to be delivered by the author, and understand the contents of the message so that a series of new thinking that is conveyed by the author to the reader so that the reader gets the sense from the text. reading is an activity that has a purpose.¹⁶ moreover, Scanlon Et.al state that reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of

¹³ I.S.P. Nation. 2009, *teaching ESL/EFL Reading and Writing*. New York: Routledge, p.64

¹⁴ Sanggam Siahaan, *The English Paragraph*, (Yogyakarta : PT Graha Ilmu, 2008), p. 3

¹⁵ Jennier Serravallo, *Teaching Reading in small group* (porsmouth : Heinemann), 2010, p. 43

¹⁶ Karen R. Haris and Graham steve, *Teaching reading comprehension to srudents with learning difficulties*, (New York : The Guilford Press, 2015), p. 104

information. it means that reading is a proses to get understanding from a text.¹⁷

Concerning the description above, process of transferring information from writer to the readers by using written form which consists of word recognition and comprehension is called as a reading this activity involves the process of recognizing the written language and constructs the meaning of words or sentences.

B. Concept of Reading Comprehension

Reading comprehension is to process of negotiating understanding between the reader and writer. Grabe said than comprehension occurs when the readers extract and integrate various information from the text and combines it with what is already know. It means that, how the writer can convince the reader to be able to capture and understand the message or meaning contained in each sentence written by the author, while what is meant by grabe is how the reader can separate each core or information contained in the text, then the text undergoes an update so that it becomes a unified whole that can be understood.

Karen states, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.¹⁸ It means that an activity where the reader in comprehending a reading text, he can build or understand the purpose of each word and sentence. Reading comprehension is important, not just for understanding text, but for broader learning, success in education. It is even important for social lives, because of email, text, and social networking sites. he combines logical thinking which is owned by collecting of letters, words and sentences in the text and use world knowledge, and fluency.

¹⁷ Donna M. Scanlon, Kimberly L, Anderson and Joan M, Sweeney, *Early Intervention For Reading Difficulties* (London : the Guilford Press, 2010), p. 9

¹⁸ Karen R. Harris and Steve Graham, *Op.Cit*, p.2.

Reading comprehension is a careful reading in order to understand the total meaning of the passage. At this level of comprehension the reader is able to summarize the authors ideas but has not yet made a critical evaluation of those ideas. It means that, reading comprehension is the process of understanding the meaning and information in the reading text before interpreting the real meaning. According to Brown, there are eight aspects of reading comprehension. They are:

1) Main idea (topic)

Main idea is an idea/notion that the subject of paragraph development.

E.g: Borobudur is the biggest Buddhist Temple in the ninth century

2) Expression idiom/phrase in context.

- Expression is the act of saying what you think or showing how you feel using words or action.
- For example, angry, sad, happy, disappointed, and others.
- Idiom is a word or phrase which means something different from its literal meaning.
- For example there is no room to swing a cat, it means that there is not a lot of space.
- Phrase is a group of two or more words that express a single idea but do not usually form a complete sentence.
- For example, from the text the phrase is “The architectural style”.

3) Inference (implied)

Inference is same as a conclusion or implied detail of the text.

- For example, from the second paragraph of the text, it can be conclude that “Borobudur is one of the most

famous temple that has Great Stupa, the walls that extending over until six kilometers, and it has been hailed as the largest and most complete ensemble of Buddhist relieves in the world”.

4) Grammatical features.

Grammatical feature is about the grammar of the text likes the kind of the text or the tense that used in the text. The descriptive text uses simple present tense because it uses verb.

- For example, “Borobudur is the biggest Buddhist temple in the ninth century measuring 123 x 123 meters”.

5) Detail (scanning for a specifically stated detail).

Detail is a small part of something.

- For example, “It is located at Magelang, 90-km southeast of Semarang, or 42-km northwest of Yogyakarta”.

6) Excluding facts not written (unstated detail)

Excluding fact is the facts or details that are not written on the text.

- For example, the excluding fact not written on the last paragraph of the text is “Borobudur Temple is a strategies place to be visited by visitors”.

7) Supporting idea (s)

Supporting idea is a sentence that supports the main idea.

- For example, supporting idea on the first paragraph is “Borobudur temple is the one of the best preserved ancient monument in Indonesia that are most frequently visited by over a million domestic as well as foreign visitors”.

8) Vocabulary in context

Vocabulary is all about the words in a language or a special set of words you are trying to learn.

- For example, from the text in second paragraph first line, there is word “famous”. Famous has some meaning such as familiar, well-known, or fame.

Based on the explanation, the researcher concluded that Reading comprehension is not just making students understand the ideas of the text itself, but students must be able to understand written symbols and be interested in cognitive skills and world knowledge.

C. Concept of Teaching Reading

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.¹⁹ It means that teaching is a process for teachers and students to gain understanding, information and knowledge in their learning activities in class. in this process of course there must be facilities provided by the teacher to make the learning process more interesting, so that students are comfortable and interested during the teaching and learning process.

Teaching reading is useful for other purposes. Any exposure to English (provided students understand it more or less) is a good things for English students.²⁰ It means that in teaching reading activities the teacher must be able to make students understand the text. This activity is important for students, because they can understand what they are reading and how to read it. during this process the teacher must pay attention to the principles in teaching reading, because by learning to read students have many

¹⁹ H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco: Pearson Education, 2000), p.7

²⁰ H Douglas Brown, *Language Assessment Principle and Classroom Practices*, (SanFransico: Pearson Longman, 2003), p.68

opportunities to learn languages such as vocabulary, grammar, punctuation and are able to arrange sentences.

Teacher has some principles in teaching reading. The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are stated that:

- a. Reading is not passive skill
- b. Students need to be engaged with what they are reading
- c. Student should to be encouraged to respond to the content of a reading text, not just to the language
- d. Prediction is major factor in reading
- e. Match the task to the topic
- f. Good teacher exploit reading texts to the full.

Based on those explanations, it means that in the teaching and learning process, especially in reading and learning activities, the teacher and students are partners, because that way can make the teaching process become more active, therefore teaching reading activities is not a passive activity, because in this process students must enjoy the activity. as the well known beforehand the benefit of reading is to give students knowledge that they did not know before.

D. Concept of Genre Text

According to Siahaan and Shinoda a text is meaningful linguistic unit in a context, it is both a spoken text and written text.²¹ It means that lingual units provided in writing or pronounced with a particular organizational order to express contextual meaning. studying English texts can help to communicate in the culture of English texts if you want to successfully communicate with English.

²¹ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.3.

According to Duke and Gates, genre is a form of text that uses a particular format and structure.²² It means that text that is read and studied which text has the format and structure. Text is made up of a number of sentences, text is a set of sentences which consist of some paragraphs. Each paragraph in text has the ideas, text also can represent both spoken and written act of communication.

Based on explanation, we can know that genre is type or kind of text, defined in terms of its social purpose also the level of context dealing with social purpose. By using genre, we can construct appropriate texts that can be understood clearly by others.

Based on school-based Curriculum, many texts are taught in senior high school. They are procedure, descriptive, recount, narrative, report, new item, analytical exposition, hortatory exposition, discussion, review, and public speaking. Each genre has specific language features. Text in English can be classified into several genres, they are:

1. Recount

It is a kind of genre that functions to retell events for the purpose of informing or entertaining.

2. Report

It is a kind of genre that has function to describe the way things are with reference to arrangement of natural, man-made and social phenomena in environment.

3. Explanation

It is a kind of genre that has function to explain the process involved in natural or cultural phenomena.

²² Nell K. Duke and Victoria Purcell Gates, *Genre at Home and at School : Bridging the know to the new*, Journal of International Reading Association, Vol 57 (1), p . 30, access on <http://edc425uri.wikispace.com/filr/view/Duke+Purcell+Gates+2003+Bridging+Text.pdf> wenesday, October 3th, 2017 at 13:28 a.m

4. Analytical exposition

It is a kind of genre that has function to persuade the readers or listeners that something is related to the case.

5. Discussion

It is a kind of genre that has function to present (at least) to point view about an issue

6. Procedure

It is kind of genre that has function to describe how something is accomplished through a sequence of actions or steps.

7. Spoof

Spoof is a text to retell an event with a humorous twist.

8. News Item

News Item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

9. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

10. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

11. Description

Description text is a text to describe a particular person, place or thing.

12. Hortatory explanation

Hortatory Explanation text is a text to persuade the reader or listener that something should or should not be the case.

13. Explanation

Explanation text is a text to explain the process involved in the formation or workings of natural or socio cultural phenomena.

14. Reviews

Reviews text is a text to critique an art work or event for a public audience²³

Based on the explanation about the text, the writer can conclude that the students have to know what kind of text they read. Because it is very useful for them to distinguish the differences of kinds of text itself.

E. Concept of Descriptive Text

Gerot state that the social function of descriptive text is to describe a particular person, place, or thing.²⁴ It means that descriptive text is a text that describe a specific particular object, the object can be a person, a place, or a thing.

Siahaan states that description is a written English text in which the writer describes an object.²⁵ It can be concluded that descriptive text is telling about an object, in this text, the object can be concrete object or an abstract object. It can be a person, an animal, a place or a thing.

Descriptive text is a text, which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text stretch out many information about certain people, things, and place clearly and detail. It means that descriptive text is a text which describes about person, thing, or place with a purpose to give information that needed clearly.

The other important one is make it sure that we have used generic structure and lexico grammatical features correctly.

²³ Linda Gerot, et.al., *Making Sense of Functional Grammar*, (Cammeray: Antipodean Educational Enterprises, 1995), p. 192-2015

²⁴ *Ibid*, p.208

²⁵ Sanggam Siahaan, *Op Cit*, p.89.

1. Generic Structure of Descriptive Text

The generic structure of descriptive text, they are:

- a. Identification
Identifies phenomenon to be described
- b. Description
Describe parts, qualities, characteristics

2. Language Features of Descriptive Text

There are four languages in descriptive text. They are:

- a. Focus on specific participants
It means that descriptive text just focus on one object that will be described. For example, descriptive text about place, especially tourism place about Museum Lampung. So, the text contains just about Museum Lampung.
- b. Use attributive and identifying processes
Attributive of the position or use an adjective, noun, or phrase before a noun. For example, “The beautiful dress is mine” (word “beautiful” is an adjective that explains dress as a noun. Meanwhile, identifying process is a process of identify about an object that will be described, is like a history of an object, or what an object is. For example, “Borobudur is one of the world’s most famous temples; it stands majestically on a hilltop overlooking lush green fields and distant hills. Borobudur is built of gray andesite stone. It rises to seven terraces, each smaller than the one below it. The top is the Great Stupa, standing 40 meters above the ground.”
- c. Frequent use of epithets and classifier in nominal group
For example, Nederland is called as state of waterwheel, Japan is called as state of sun rise, and America is called as state of Adidaya.

d. Use of simple present tense.²⁶

For example, Indonesia is one of a century that has many ethnic, religion, language, and culture.

Based on explanation above, it can be concluded that descriptive text is describing a particular object. The students can easily get information in descriptive text by knowing social function text, generic structure and significant lexico grammatical features.

3. Example of Descriptive Text

Here is the example of descriptive text

My Grandfather's Vintage Bicycle

My grandfather has some old things, but his old bicycle is the most valuable and memorable thing for him. His bicycle was the only vehicle he owned that time

My grandfather's bicycle has a vintage style. Its frame is greenish black and the saddle is brown. It has front light to illuminate the way when cycling at night. It also has a luggage carrier on its rear to bring any stuff or give a ride to someone. When I was a kid, I used to like to sit on it and cycling around the town with him. Now, I ride my own bike.

He always maintains his bicycle well, that's why it still looks new vintage bicycle. He loves to ride it around the town, often at the sunny morning. Sometimes, I accompany him to ride bicycle. We both love to ride bicycle

identification

{

Description

{

Description

{

²⁶ Linda Gerot and Peter Wignell, *op cit*, p.208

together.

Adapted

from: <https://www.contohtext.com/2018/05/7-contohdescriptive-text-singkat.html>

Based on the explanation above, the writer concludes that descriptive text is a written English text which describes the characteristics of something (a person, a place or a thing). Furthermore, the reason why the writer choose descriptive text is based on the preliminary research that the students' reading score on descriptive text is still low.

F. Concept of Reading Comprehension in Descriptive Text

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children developmental models, or representations of meaning of the text ideas during the reading process.²⁷

Descriptive text is a type of text used by the writer or speaker to describe a particular thing, person, animal, place and or event to the reader or listener.²⁸ It means that descriptive text of an article written by the author by describing a particular object be it a person, animal, or place.

Reading descriptive texts could improve students' reading comprehension. Students could improve their reading comprehension in understanding the identification and description,

²⁷ Woolley Gary, *Reading Comprehension*, <http://www.springer.com/978-94-007-1173-0>

(January, 30th 2016, 20.25 pm)

²⁸ Novrianto,Eko, *Student's Descriptive Text Writing in SFL Perspectives* : IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics) Vol 2(1), 2017, p. 67, Access on https://www.researchgate.net/publication/321713274_pdf on wenesday, October 3th, 2017 at 21:20 pm.

of descriptive text. Based on Brown theory, especially in reading, there are some criteria are commonly used in measuring students reading comprehension ability, they are:

1. Main idea (topic)
2. Expression/Idiom phrase in context
3. Inference (implied detail)
4. Grammatical features
5. Detail (scanning for a specifically stated detail)
6. Excluding facts not written (unstated details)
7. Supporting idea
8. Vocabulary in context.²⁹

Based on those explanations, the writer concludes that students' reading comprehension in descriptive text is the students' ability to get meaning of the text in descriptive to describe and reveal a particular person, place, or thing and comprehend the text in order that the students are able to answer the questions and have good understanding of main idea, inferences, grammatical features, detail, excluding facts not written, supporting ideas and vocabulary in context.

G. Concept of Task Based Learning

Task-Based Learning makes the performances meaningful tasks central to the learning process. It is informed by a belief that if students are focused on the completion of a task, they are just as likely to learn language as they are if they are focusing on language forms. Instead of language structure or function to be learnt, students are presented with a task they have to perform or a problem they have to solve.

²⁹ H. Douglas Brown, *Language Assessment Principles and Classroom Practice on Education* (San Francisco: San Francisco University Press, 2004), p.206

Task-based learning is a different way to teach languages. It employs various activities and challenges learners to use their language knowledge, thinks freely and increases their competence to communicate. Task based learning is using the authentic language through meaningful tasks.

Moreover, Willis said that Task-Based learning refers to a method of English teaching that requires learners to use authentic language through a communicative approach to achieve a desired outcome. In addition, Willis writes that Task-based learning framework, combines with tasks and texts, provides learners rich exposure to language plus opportunities to use it themselves. Throughout the task cycle, emphasis is on learners understanding and expressing meaning to complete tasks.³⁰

According to Sparatt Task Based Learning stated that this a method is a communicative approach which in its activities focuses on the flow of discussion, assignments or task, presentation, and focuses on language form.³¹

Ali et.al said Task Based Learning is a model that includes problem solving, broadly includes a communicative stage that can encourage or support students' motivation and provide benefits to students', for example by giving students' the opportunity to transfer knowledge that has been obtained into a communicative context.³²

Based on the explanation above, this method can reduce students' passivity in the teaching and learning process and make students' more active and independent both in reading and communicatively.

Teachers who use task based learning in the class will get a great production if they explore when they become instructors. Because

³⁰ Jane Willis, a Frame Work for Task Based Learning. Italia : Longman Handbooks. 1996. p.26.

³¹ Muhammad Ilyas, Yulianto, The Effect of Using Task Based Learning in Speaking Class, *Jurnal Pendidikan dan Keguruan*, Vol X, No. 2, Oktober 2019

³² Rr. Conny Riana Dewi Murtiningrum, Zainal Rafli, Asti Purbaini, Penerapan Metode *Task-Based Learning* Untuk Meningkatkan Keterampilan Menulis, *Jurnal Deiksis*, Vol. 12 No. 02, Mei-Agustus 2020

the reason is task-based learning offers the learners opportunity to process the language which is being learned or recycled more naturally, so it makes language in the classroom therefore memorable.

According to Willis, Task is an activity or action which is carried out as a result of processing or understanding language as a response.³³ For example, drawing a map while listening to an instruction and performing a command. A task usually requires the teacher to specify what will be regarded as successful completion of the task. In applying task-based learning method, task is one of the most important things to be prepared.

Lee in sae-ong stated that a task is a classroom activity or exercise that has an objective obtainable only by interaction among participants, a mechanism for structuring and sequencing interaction and a focus on meaning exchange. From the statement above, we know that task is very useful and helpful for learners to build communication activities in mastering a language. Besides, task can check their comprehension, it also helps them to be motivated in studying.³⁴ We can conclude that tasks not only make sure the student's comprehension but also can motivate them to learn more in reading the text.

Task is very significant in the process of teaching and learning, teacher should design a suitable and appropriate task for learners. An appropriate task can foster students comprehension of a topic. If the teacher does not have right criterias in designing a task, it can be quite hard.

According to Willis, there are some types of tasks, such as:³⁵

1. Listing. Listing may seem unimaginative, but in practice, listing tasks tend to generate a lot of talk as students

³³ *Ibid*, Jane Willis. P. 28.

³⁴ Sae-ong Uraivan. *The Use of the Alphabet Game to Increase the Vocabulary Mastery of The Fourth Grade Students Speaking of Mattahayom suksa 4 Student*. Bangkok. Srinakharinwirot university. Accessed on 15th july 2012, <http://pusatpanduan.com/the-use-of-task-based-learning-and-group-work-incorporating>

³⁵ Jane Willis, *a Framework for Task-Based Learning*. Italia: Longman handbooks. 1996 p.26

explain their ideas. The process involves brainstorming and fact-finding.

2. Ordering and sorting

- a. Sequencing items are action or events in a logical or chronological order.
- b. Ranking items according to personal values or specified criteria.
- c. Categorizing items in which students find things out by asking each other or other people and referring to book.
- d. Classifying items in different ways, where the categories themselves are not given.

3. Comparing, these tasks involve comparing information of similar nature but from different sources in order to identify common points or differences.

- a. Matching to identify specific points and relate them to each other
- b. Finding similarities and things in common
- c. Finding differences.
- d. Problem-solving tasks make demands upon people's intellectual and reasoning powers, and through challenging, they are engaging and often satisfying to solve.

4. Sharing personal experiences. These tasks encourage learners to talk more freely about themselves and share their experiences.

5. Creative task: combinations of task types such as listing, ordering and sorting, comparing, problem solving, and many others.

H. The Strengths and Weaknesses of Task Based Learning Method

a) Some important strengths of Task Based Learning are:

1. Task based learning helps learners to interact spontaneously :

Learners are free to use whatever vocabulary and grammar they know. For instance a role play requires the learner to use language freely. It gives learners chance to try out what ever language they already know and it also gives learners a chance to notice and benefit from others expressions and thereby builds their level of confidence gradually. The cognitive competence as well as the communicative competence of the learners is developed as they perform a task. Learners' attention is drawn towards problem solving instead of focusing on isolated language structures. It encourages the learners to be more ambitious.³⁶

1. Automaticity:

Automaticity for language learning is defined as a more efficient, more accurate and more stable performance.

2. Task based learning gives language learners opportunity to learn vocabulary:

Usually teachers explain vocabulary in a pre-task and learners are not involved, words taught that way are easily forgotten so it is beneficial for the students if the teacher thinks of creative ways to involves students in the pre-task.

3. Provides essential conditions for language learning:

³⁶ Grace Ganta Tonia, *The Strengths And Weaknesses Of Task Based Learning (Tbl)*
Approach. calls vol. 111 vol. 151, 2015 Accessed on February, 2015

Language learning does not happen without motivation exposure, and opportunities to use the language. Task based language learning encourages learners to use language purposefully and in cooperation. Learners get a chance to negotiate turns to speak and also try out various communication strategies.

4. Maximises scope for communication:

Task based learning provides conditions that allow learners to assimilate what they notice and understand while performing the task. By participating in the task learners not only acquire new language items, but also make use of language they have acquired recently.

5. Experiential learning:

Experiential learning is said to form an important conceptual basis for task-based language teaching. The learners' immediate personal experience is taken as the starting point in this approach. It is argued that intellectual growth occurs as learners take part and reflect on the sequences of the tasks.

b) Some important weaknesses of Task Based Learning:

1. Task Difficulty:

Although the difficulty of a task can be estimated from the performance of learners, the factors that actually contribute to task difficulty are studied so that it is useful to integrate and sequence the tasks in language teaching syllabus.

2. Mismatch between the learners' and teachers' perception:

Studies indicate that the same classroom event is often interpreted differently by the teachers and learners.

3. Authenticity of tasks:

When we look at the definitions of a task, some of them suggest that a task has to be a real world activity. But there are tasks like describing a picture to someone else so that they can draw the picture, identifying the differences between two pictures, telling a story based on pictures etc. which are unlikely to occur in real life situations.

4. Linguistic deficiency:

Learners who are beginners with no linguistic resources find it very difficult to take part in a task. Especially in speaking tasks like role play or describing the differences learners may find it very challenging and strenuous to continue the conversation. They may not understand what the task demands and they may find it hard to make themselves understood while taking part in the task.

5. Learners' perception:

The learner purposes are said to be distributed on a continuum between achievement orientation and survival orientation. If the learner perceives that a task is related closely to his/her needs, they tend to adopt an achievement orientation.

6. Outcome:

One of the characteristic features of a task is that it results in a clear outcome. 'A specified objective' is an essential feature of a task. But many a times it is possible to achieve a successful outcome of a task without actually achieving the aim of task. For instance in tasks like spotting the differences between pictures the learners may complete the task without using any language.

7. Learners' needs neglected:

Most of the language learners have specific needs. People learn a second language or foreign language, so that it is of some use to them. A new language is learnt for a variety of reasons and not all learners need the same kind of tasks.

I. The Procedures of Task Based Learning in Teaching English

Willis outline three stages of task based learning. Pre-task, task-cycle, and language focus. The procedures for each stage are as follow³⁷:

1. Pre-task: introduction to topic and task.
 - a. The teacher tells the students about Task Based learning method
 - b. Teacher explores the topic to the class.
 - c. Teacher highlights useful words and phrases.
 - d. Teacher helps the students understand task instruction.
 - e. The students may hear the teacher or read part of a descriptive text as a lead into a task
2. Task cycle: Task, Planning, report and reading.
 - a. Task. Students do the task in pairs or small groups while teacher monitors from a distance, encouraging all attempts at communication, not correcting. Therefore, the students feel free to experiment and do not care about the mistakes.
 - b. Planning. The students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered.
 - c. Report and reading. Some groups present their reports to the class, and compare results. The teacher writes on the board. The teacher gives out the descriptive text. She asks

³⁷ Ibid, Jane Willis. p. 30

students to read to see whether their report. She asks which pair had the most similar to the text.

3. Language focus. Analysis and practice.

- a. Analysis. Students examine and then discuss specific features of the text. They can enter new words, phrases, and patterns in vocabulary books.
- b. Practice. Teacher conducts practice of new words, phrases and patterns occurring in the data. Either during or after the analysis.

J. Concept of Think-Aloud Method

To explain what think-aloud is, Oster defines, it as a reading method where students can verbalize their thought as they read, and thus bring into the open strategies they are using to understand the text.³⁸ Within the think-aloud method we can mention some reading comprehension like predicting and visualizing.

Jahandar, et.al. define, Think-Aloud is a method in which readers report their thoughts while reading.³⁹ Think-Aloud is a method which helps the teachers to collect unseen processes such as inference or the use of prior knowledge by learners. It means the teachers will be able to achieve better view of the mental processes in which learners or readers are engaged.

Charters defines, Think-Aloud is a method in which participants speak aloud any words in their mind as they complete a task.⁴⁰ Thereby participants have to express their mind about what they are reading.

³⁸ Leslie Oster, Using the Think-Aloud for Reading Instruction, The Reading Teacher, 55(1), 2001, p.6, available on: <http://indianacouncilorthesocialstudies.shuttlepod.org>. Accessed on: November, 9th, 2019.

³⁹ Shahrokh Jahandar, et.al, The Think-Aloud Method in EFL Reading Comprehension, International Journal Scientific & Engineering Research, 3 (9), 2012, p. 1, available on: <http://www.ijser.org/researchpaper%5CThe-Think-aloud-Method-in-EFLReadingComprehension>. Accessed on: November, 9rd, 2019.

⁴⁰ Elizabeth Charters, The Use of Think-Aloud Method in Qualitative Research An Introduction to Think-Aloud Method, 12 (2), 2003, p. 68, available on:

Besides, Harris and Hodges in Block and Israel claimed, Think-Aloud is a metacognitive in which a teacher verbalizes thoughts aloud while reading a selection orally, thus modeling process of comprehension.⁴¹ This method as an instructional practice to help students verbalize the thoughts they use during reading, and thus bring that thinking into the open.

According to Wilhelm and Lynch, Think-Aloud is a self-analysis that provides a means for students to identify the type of thought processes they experience during reading.⁴² When students verbalize what they know, it helps them to reflect upon and clarify the problem of the text during reading.

In addition, the theory of think-aloud comes from the work of sociocultural psychologist Vygotsky in Bowles. He claimed, Inner speech can help human to regulate their own behavior and cognitive process.⁴³ In this process (inner speech) is presented by phenomenon of private speech, where students talk to themselves out loud in ongoing commentaries on their own actions.

Based on explanation above, it concludes that a Think-Aloud is an activity where readers verbalize through their think while bulding an understanding of what they are reading, and this method allows students to focus on important information, to make prediction, to ask questions, to evoke background knowledge with the text and to express their personal reactions.

<https://brock.scholarsportal.info/journals/brocked/home/article/view/38>. Accessed on: November, 9th, 2019.

⁴¹ Cathy Collins Block and Susan E. Israel, The ABCs Performing Highly Effective Think-Aloud, *The Reading Teacher*, 58 (2) 2004, p. 154, available on: http://media.open.uwi.edu/OCcoursesarchive/level_1/EDLA1180/EDLA1180/Res/Res%20%20Sem%20/block_and_israel_think_alouds.pdf. Accessed on: November, 10th, 2019.

⁴² Wilhelm and Judy Lynch, Improving Reading Comprehension with Think-Aloud Strategy, (On-Line) in: <http://www.readingeducator.com/strategies/aloud/htm>. accessed on: November 10, 2019.

⁴³ Melissa A. Bowles, *The Think-Aloud Controversy in Second Language Research*, (New York: Routledge, 2010), p. 2.

K. Advantages and Disadvantages of Think-Aloud

There are advantages and disadvantages of Think-Aloud, they see below:

a. Advantage

Here are the advantages of Think-Aloud as follow:

1. Think-Aloud captures preference and performance data simultaneously rather than having to ask preference questions later.
2. Think-Aloud may help some participants focus and concentrate by falling into a rhythm of working and talking throughout the evaluation.
3. Gives a better understanding of the user mental, because you are continually getting clues about misconceptions and confusion before they manifest as incorrect behaviors.⁴⁴

Think Aloud is practical and relatively easy for teachers to use within the classroom. Teachers are able to model the Think Aloud method and discuss how good readers often re-read a sentence, read ahead to clarify, and look for context clues to make sense of what they read.

b. Disadvantages

Here are the disadvantages of Think-Aloud as follow:

1. Think-Aloud slows the thought process increasing mindfulness, which might prevent errors that might have normally occurred in the actual work setting.
2. Think-Aloud may seem unnatural and distracting to some participants since it may be very different from their learning style.
3. It is exhausting to verbalize a thought process for two to three hours while performing a maintenance procedure.

⁴⁴ NIAR, Evaluation Toolbox: Think-Aloud Protocol, available on: https://www.niar.wichita.edu/humanfactors/toolbox/T_A%20Protocol.htm. Accessed on: November, 10th, 2019

4. The best result require a trained evaluator in this method.⁴⁵

This method requires a great deal of creativity and skill from the evaluator in that some this method may seem unnatural to the participants. Therefore, the best case would be a specialist in user performance evaluations. Interacting with the participants appropriately is a difficult skill to master and should not be undertaken lightly. Even a sight at the wrong time can influence result and render some or all of the result useless.

L. Procedure of Teaching Reading Think-Aloud

Think Aloud is practical and relatively easy for teachers to use within the classroom. Teachers are able to model the Think Aloud method and discuss how good readers often re-read a sentence, read ahead to clarify, and/or look for context clues to make sense of what they read. Think aloud slow down the reading process and allow students to monitor their understanding of a text.⁴⁶

Begin by modeling this method. Model your thinking as you read. Do this at points in the text that may be confusing for students (new vocabulary, unusual sentence construction). Then introduce the assigned text and discuss the purpose of the Think Aloud method. Then develop the set of questions to support thinking aloud (see examples below).

1. What do I know about this topic?
2. What do I think I will learn about this topic?
3. Do I understand what I just read?
4. Do I have a clear picture in my head about this information?
5. What more can I do to understand this?
6. What were the most important points in this reading?

⁴⁵ *Ibid.*

⁴⁶ Adolescent Literacy, Think Aloud, (On-Line) in <http://www.adlit.org>, accessed on: October 31, 2019.

7. What new information did I learn?
8. How does it fit in with what I already know?

Teachers should next (1) give students opportunities to practice, either in pairs, small groups or individually; and (2) offer feedback to students.

Based on Jahandar, et.al. there are some practical procedures in obtaining Think-Aloud method:

1. Students paired with a partner.
2. Students take turns think-aloud as they read a difficult text, form a hypothesis in science, or compare opposing points of view in social studies.
3. While the first student is think-aloud, the second student listens and records what the first students says.
4. Then, students change roles so that each partner has a chance to think aloud and to observe the process.
5. Next, students reflect on the process together, sharing the things they tried and discussing what worked well for them and what didn't.
6. As they write about their findings, they can start a mutual learning log that they can refer back to.⁴⁷

Beside, Based on Wilhelm, there are seven steps to teaching reading through think-aloud are as follows:

1. Choose a short section of text. It can be the first few pages of a text students will be reading on their own, a short story, a picture book. Carefully select it for (1) content, (2) challenging difficulty, (3) instruction. Give each intermediate student a copy of the text-either type a "text copy" or project for all to see.

⁴⁷ Shahrokh Jahandar, et.al, The Think-Aloud Method in EFL Reading Comprehension, International Journal Scientific & Engineering Research.....

2. Decide on a few Strategy to highlight. Explain what you will be doing. Ask him why using this strategy may be helpful to them when they read independently.
3. State your purpose. (1)Why you choose the book you did and how it realated to the content you are studying; (2)what method you will be highlighted; (3)how you hope students will pay careful attention to how you are reading so that the method highlight today will help students with their independent reading.
4. Read the text aloud to students and think-aloud as you do so. In front of the students overview the book like you taught them to do : look at the cover, the back, the picture, set the purpose for reading, etc. Then, read the text aloud to the students. Talk aloud about your metacognitive process. Read slowly, stop after, and think aloud about the focus method and how text features affect your thinking. When you think aloud, put the text down so the students have a visual of you reading vs. You thinking. Some aauthors recommend standing on one side of the room for reading and walking to the other side for thinking. Or, point to your head when thinking and hold the book up when reading.
5. After you have modeled a few paragraphs, ask students to underline phrases and words that they see you using to help you with the method. For primary students, make photocopies of the pages. I have students cut out the text or pictures they noticed I used when I modeled the method. Then, we glue these cut outs onto a chart so that, together, we can see what clues helped me as I modeled my thinking. Students who need additional hepl with think aloud will benefit from completing a more concrete task.
6. Make a list of the words that prompt us to do the thinking. You are teaching students to be on the lookout for words the author uses that cause readers to stop and thinking. For example, when teaching questioning, i was reading Chinese fable. When I read, “anyone older than 70 was considereed

useless” immediately wondered what was going to happen to the mother in this story. She was clearly older than 70 in the pictures. What did it mean to be considered useless in China? Even though this sentence was in the middle of paragraph, I could not move on. I had to stop a second and think.

7. Ask students to reflect on (1) what they learned and (2) how they will apply the new learning to their reading life. Determining other reading situations that might demand this kind of thinking will help students connect think aloud to its real-life purpose : understanding that reading is always about figuring out the words, paying attention to one’s inner voice, and merging the two to make sense of the text. Students should then write their new learning in their reader’s notebook.⁴⁸

Based on explanation above, the procedure of teaching reading through think-aloud method they are:

1. The teacher begins by modeling this method.
2. The teacher models his/her thinking as his/her read.
3. Then, the teacher does the think-aloud at points in the text that may be confusing for students.
4. Then, the teacher introduces and discusses the purpose of the think-aloud method.
5. Then, the teacher develops the set of questions for the students :
 - a. What do I know about this topic?
 - b. What do I think I will learn about this topic?
 - c. Do I understand what I just read?
 - d. Do I have a clear picture in my head about this information?

⁴⁸ Jeffrey D. Wilhelm, improving Comprehension with Think-Aloud Strategy, (New York: Scholastic, 2001), p.42.

- e. What more can I do to understand this?
 - f. What were the most important points in this reading?
 - g. What new information did I learn?
 - h. How does it fit in with what I already know?
6. Then, the teacher gives opportunities to practice the method and offer structured feedback to students.
 7. Then, the teacher reads the selected passage aloud as the students read the same text silently.
 8. The teacher demonstrates how good readers monitor their understanding by re-reading a sentence, reading ahead to clarify, and looking for context clues.
 9. Students learn to offer answer to the questions as the teacher leads the think-aloud.

M. Frame of Thinking

Reading will provide understanding and information to the reader. In fact, students have difficulty understanding English texts. That happens because students don't master a lot of vocabulary, so they don't have the motivation to learn to read. At present, there are still many high school students who are unable to read well. In other words, students' reading comprehension is still low. Students find reading texts too difficult to understand. Students have difficulty finding main ideas, supporting details, taking inferences and also drawing conclusions. This can be seen from the daily scores in reading them low understanding. In other words, confused about what is the point of the text. In conclusion, they do not know what they are reading. In this case, the researcher provides an alternative by using Task Based Learning Method.

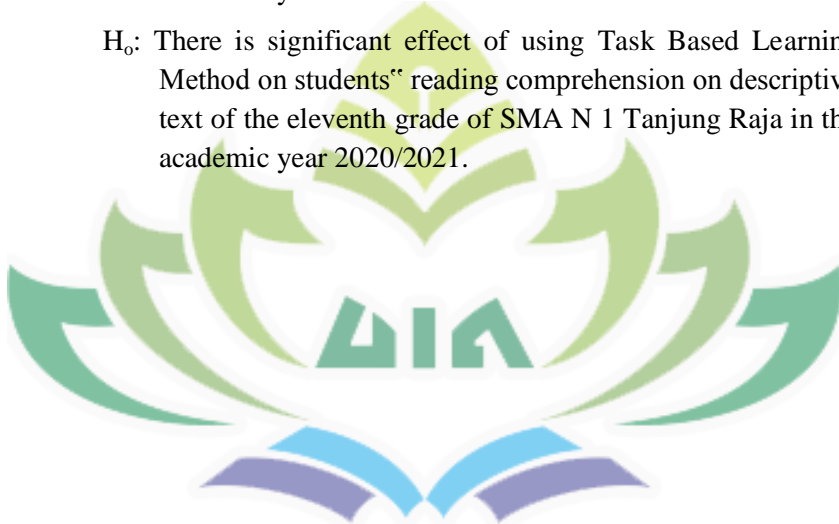
Task Based Learning is a method of teaching reading to motivate and make students easier in reading activities because this method is the main center for students. Task-based learning has the advantage of making students use their skills at their

current level, developing language through their use. this means that students will learn to communicate in language by doing assignments. in this case the researchers used the Task Based Learning Method in students' reading comprehension, especially in descriptive text.

N. Hypotheses

H_a: There is no significant effect of using Task Based Learning Method on students' reading comprehension on descriptive text of the eleventh grade of SMA N 1 Tanjung Raja in the academic year 2020/2021.

H_o: There is significant effect of using Task Based Learning Method on students' reading comprehension on descriptive text of the eleventh grade of SMA N 1 Tanjung Raja in the academic year 2020/2021.





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